

Goalie coaching manual for Tappara ry

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<p>Tappara ry has over 30 teams in different age groups attending to national or regional series in various competition levels. More than fifteen goalie coaches work together with around 60 goaltenders in almost every practice. The purpose of making this guidebook for Tappara ry is to provide information for junior level goalie coaches for their daily work. Written guidebook was highly needed, because majority of coaches had no coaching education or even playing career in the past. This guidebook, together with coordinated practices and similar coaching processes, will increase the quality of coaching and benefit the goaltenders.</p> <p>This manual views the coaching development path in all different age groups and navigates through three important aspects of modern goaltending: game, character and skating. It is combination of theory, technical instructions and playing the game and reader can view partly critically seeking their own way to build up a coaching process. Objectives were to bring the developmental process thinking into the manual and to introduce possible ways to construct goalie coaching process, where the athlete is number one priority.</p> <p>The guidebook is divided to five sections that are, goalie development path, mental part of goalie coaching process, teaching and learning part, technical skills part and playing in different scoring situations part.</p> <p>Manual should direct goalie coaches to think the whole process of goalie coaching. This manual gives them guidelines about the coaching process and they can find themselves adding the most important parts about all aspects of the game to their process of developing a goalie. They should view their own coaching critically and ask themselves that are they taking all important things under a consideration with their goalies.</p> <p>This project started in December 2012 and was finished in April 2013.</p>	
Key words Ice hockey, Goalie coaching, coaching manual, guidebook	

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1 Introduction

Goalie coaching is major part of team actions, because good goaltending creates basis to the winning team. It is important to pay attention to goalie coaching in every practice, starting from early ages, when development of goaltenders can be targeted to the right direction. Together with every day high quality interaction and properly coordinated, well organized goalie coaching, club makes possible to provide national or even international top level goalies in the future.

The purpose of this manual is to provide junior goalie coaches information and thoughts to support their everyday coaching. This manual views goalie coaching from modern goalie coaching aspect in a way where the athlete is in the center of the coaching process. Goalie coaching is always individual coaching in team environment. Team may have goals together, but on top of that, goalies always should have their own individual developmental plans and goals. Individual approach helps goalies to improve their performance, when all aspects of the game are taken under consideration.

Main goal in Finnish ice hockey coaching is holistic instruction and development of person and athlete. In this kind of coaching system, a coach has responsibility of the athlete in more than one way. One of those responsibilities is to help the athlete to understand sports as a part of athletes' life entirety. That way he can learn to know himself and his own resources and achieve his goals in field of sports. This manual takes closer look to a holistic coaching process and explains wider teaching and learning process of an athlete, mental coaching, technical and playing skills. Physical training and nutrition has left out of this manual, since manual tries to take look more into the things occur in ice practices. Literature and online material about physical training and nutrition can be found extensively.

Finnish Ice Hockey Association views goaltending game through three aspects: game, character and skating. This manual takes closer look to all of these and goes through technical skills of a goalie, playing skills and mental part of a goaltending game. The

manual may not give right answers to all questions and does not determine what should be included to the goalie coaching process. Instead, this manual attempts to lead coaches to the right direction and get coaches to evaluate and develop their own coaching.

This manual provides information and thoughts as well for goaltenders themselves, to their parents, other coaches and club workers. The manual tries to open up different developmental stages of the goalie and point the role of other people around the goalie.

1.1 Why I chose to do this manual

I started as a goalie coach coordinator for Tappara ry in spring 2012 as a part of my work placement year. One of my main duties was planning and implementing weekly goalie practices for goalies aged 9 to 14 years old. One of the biggest challenges was recruiting new goalie coaches to two of the youngest age groups. In early on, I discovered that almost all of the coaches were typical dad-coaches, meaning that their son played goalie in the age group they were coaching. They had not significant playing background; some of them had not any kind of experience in ice hockey, or in coaching. From the beginning I tried to provide basic education for them. First we had starting course through Finnish Ice Hockey Association (FIHA) about technical skills of a goaltender. They also received educational materials and demos to increase their knowledge about the basics of goalie coaching. Through this course and goalie practices they learned parts from coaching that were mainly technical skills. I felt that they did not understand the goalie coaching as a process. I wanted to create a guidebook for them, where they can find things to add to their coaching. Through the manual they may gain information about other areas of the goalie coaching that they may have not even thought that are important.

Other factors also made me to start this project. Many goalies in Tappara had not any kind of goals in their career and they did not know what to develop in their playing. Almost all goalies were incapable to evaluate themselves and their actions. I felt that even they have had instruction to basic techniques and had good technical skills, big

part in their development were missing, because lack of the goals and long-term planning. By creating the manual, I was able to give all goalies similar starting point to their careers, when every goalie hopefully may have their own developmental plans together with the goalie coaches.

2 Holistic coaching approach

Finnish goalie coaching system relies on interaction and caring between athlete and a coach. Trust between a coach and the goalie is crucial. According to Puhakainen (1995, 96.) holistic approach toward coaching an athlete should occur. Holistic coaching means development in physical, mental and situational areas of coaching. When coach is successful in these areas of his coaching, he can be able to help the goalie to learn know himself and his own resources and achieve his goals in his career. (Lamminaho & Nykvist 2011, 7-8.)

2.1 Professional coaching

Responsibility and mission of the coach is to develop athletes' skills, physical and mental qualities and attitude towards practicing, competing and other areas of life control. (Mero et al. 1997, 337; Forsman & Lampinen 2008, 24.) Kantola (1989) states that professionalism of the coach constitutes from following factors:

- Basic information of coaching
- Sport specific knowledge
- Control of coaching situations
- Developing skills
- Developing physical qualities
- Ability to inspire
- Ability to develop
- Commitment and committing
- Presentation skills
- Common sense
- Leadership

All coaches should have good basic knowledge about coaching that includes sport specific acquirements and overall coaching information. Coach should have fundamental knowledge about sport and its techniques, rules, tactics and physical qualities. Outside

the sport specific aspects there should be knowledge in physiology, biomechanics and sports psychology. This kind of information is easily accessible from books or online but practical experiences of athletes and knowing them and their individual behavior is important to gain as well. Only after that coach is able to create individual developmental process to the athlete. Now he can take individual demands and qualities under a consideration when planning the practice. (Mero et al. 1997, 337.)

Every coach must have their own way of coaching. Finnish coaching system relies more into holistic approach than authoritarian coaching, where coach is only seen as a distant leader who is negative and strict. Authoritarian coaching or combination of those two is seen nowadays as a three of the different coaching models.

Table 1. Coaching leadership models (Mero et al. 1997, 338.)

Quality	Holistic	Authoritarian	Combination
Role	helps synergises develops	leader officer	 ?
Emphasis	entirety commitment	physical dimension forcing	 ?
Relationship to athlete	trust and caring	distant	?
Emotional charge	positive	negative	?
Standards	no rules trust	strict rules	 ?
Ways of coaching	open interaction encouragement positive feedback	commanding punishment negative feedback	 ?
Typical words	“Good job!”	curse words	?

2.2 Role of the coach

Coach is able to support and develop athlete after coach sees him as a holistic person, not just an athlete or physical creature. Coach will set the limitations and direction to the athlete and yet support athletes' life control. This way coaching project is athlete centered. Other role of the coach in coaching process is developing cognitive skills of an athlete through good interaction and creating environment where atmosphere is positive, open, respecting and pleased. When all these aspects are along together with physical side, we can talk about holistic approach to coaching. (Forsman & Lampinen, 2008, 24-26.)

When working with young children, positive experiences and environment about the practice sessions are crucial. Good coach can create practices that are safe, challenging enough and include big amount of repetitions that allow children to develop their basic techniques. Rules and limitations come always from the coach, yet good coach can give freedom and space to the enough to the kids, when creativity, openness and activity can develop. (Forsman & Lampinen 2008, 26.)

Coaching youth and teenagers role of the coach increases. Supporting athlete in his life control and motivating him to practice are biggest challenges for coach. Coach also needs to show the athlete that he is developing in scheduled. Planning school work and practicing together, making timetables, creating healthy life habits and regular rhythm of life are common types of situational development of athlete. Right amount of competition develop mental qualities that are important to have in top level sports. (Forsman & Lampinen 2008, 26-27.)

2.3 Role of the athlete

Attitude is prerequisite for becoming top level athlete. Right kind of attitude can be seen in athletes' life habits and overall life control in addition how he practices or competes. Athlete himself can adapt his vision of good commitment and attitude and role of the coach is to show and demand good attitude from him. The most important characteristics to have right kind of attitude are fanatical enthusiasm of the sport,

strong will to develop and win. Since winning is the main part of competition, it is extremely important that athlete has will to win and success. Persistence and self-discipline are important factors that help athlete to find right attitude, yet finding right attitude also develops those qualities. (Mero et al. 1997, 340-341.)

2.4 Goalie development path

Finnish Ice Hockey Association presented new Meidän Peli philosophy in 2010. It evaluates both skaters and goalies through the same three areas: game, character and skating (Rautakorpi, J. 2011. 18 Dec 2010). Hannu Nykvist, head of goalie coaches in FIHA, divided goaltenders path (2011) into four different phases:

Children hockey phase

In this phase athletes are from 5 to 9 years old. Main goal is to get child excited of ice hockey in healthy environment. Coach guides athlete toward active lifestyle and tries to light a passion inside an athlete. Aim is to create healthy self-esteem for a child. (Table 1.)

Table 1. Children hockey phase (Nykvist, 2011.)

Game	Character	Skating
<ul style="list-style-type: none"> -Understanding rules of the game -Working as a part of the group -Playing in all positions -Play and enjoy 	<ul style="list-style-type: none"> -Motivating to active life-style -Ability to concentrate and listen -Try one's best -Fair and equal treatment 	<ul style="list-style-type: none"> -Versatile basic skating skills -Learning basic stance -Ability to move upraised -Positioning

Youth hockey phase

Athletes are between ages 10-14. Goal in this phase is to learn to grow to the goalie position. Important thing is learn how to practice. Priorities for actions are teaching the game and encouraging toward active game in the net. (Table 2.)

Table 2. Youth hockey phase (Nykvist, 2011.)

Game	Character	Skating
<ul style="list-style-type: none"> -Readiness to comprehensive playing actions -Basic game situations -Playing with the stick 	<ul style="list-style-type: none"> -Understanding effects of one's training -Understanding importance of techniques -Tolerance of setbacks -Guidance toward individualism 	<ul style="list-style-type: none"> -All-around development of basic goalie specific skills -Skating techniques -Basic saves -Puck control -Positioning

Junior hockey phase / training to enhance efficiency

Ages 15-19. Quality of training, as well as winning the games, starts to act bigger role in this phase. At this point, becoming a winning and self-directed goalkeeper is really important. Developing game speed in game situations plays major role as well. (Table 3.)

Table 3. Training to enhance efficiency (Nykqvist, 2011.)

Game	Character	Skating
<ul style="list-style-type: none"> -Playing in scoring situations -G/D cooperation -Rebound plays -Game sense -Own game identity 	<ul style="list-style-type: none"> -Individual work -Optimal arousal level -Taking responsibilities -Leadership 	<ul style="list-style-type: none"> -Skating -Moving techniques -Playing with the stick -Positioning -“Own technique/style of play”

Elite level phase

Elite level phase starts when athletes are approximately 20 year old. Winning has become even more important in this phase. Wins and losses define more of the game than maybe slight technical improvements. Game speed development and developing own way of play is main emphasis.

Table 4. Elite level phase (Nykqvist, 2011.)

Game	Character	Skating
<ul style="list-style-type: none"> -Team strategies -One's own strategy / game -G/D cooperation 	<ul style="list-style-type: none"> -Winning -Handling pressure situations -Ability to life control -“Best under pressure” 	<ul style="list-style-type: none"> -Quality of techniques and skills in relation to game -Reading the game -Decision making

3 Mental coaching

In all coaching processes there should be a goal that the process is going towards. First of all the goals need to be decided and practice plan to achieve those goals should be done. Athlete should always be in center of the developmental process and the process should be created so that all actions will help the athlete to achieve his goals. (Forsman & Lampinen 2008, 412.) According to Lamminaho and Nykvist (2011, 7) process should contain parts from physical and mental side, still taking under consideration current life situation of the athlete.

While making a plan, there should always to be considered athletes current skill level, age and goals. Planning should be done together with the athlete, since it increases a commitment level of an athlete toward the practice plan. Without any kind of planning in one's practice, it is extremely hard to follow development of an athlete and effectiveness of the plan. (Forsman & Lampinen 2008, 412.)

Every coaching process is different and there is no ultimate truth what the mental side of process should consist of. Process starts from analyzing goalies current skill level and setting new, motivational goals for him. Development is made possible when there are goals that the athlete is going towards. Motivation towards achieving the goals is major part of the mental coaching and through good motivation goalie can achieve even challenging goals in short time. Concentration and feedback directs the athlete towards the optimal performance and those can help the athlete to achieve his goals. These things are the basic things in mental coaching process and every coach should understand and use these tools in their coaching.

3.1 Goal setting

Research in business and general psychology has proven that goal setting is really powerful technique in enhancing performance. Effectiveness has been demonstrated in studies of over 40 000 participants using over 90 different tasks in 20 countries. Over

90 percent of the studies show that goal setting enhances performance. (Weinberg & Gould 2011, 349.)

In goal setting, especially in athletic performances such as goaltending, it is important to set specific, measurable and moderately difficult but realistic goals. Good goal setting include as well practice and competition goals, different goal types and long and short term goals (Weinberg & Gould 2011, 349.) In practice plan there should always be two or three long term goals that directs an athlete to desired way. Short term goals on the other hand, must be there as well. Those smaller steps provide feedback on how the athlete is processing toward the long term goal(s.) It is shown that specific goals that have short and long term durations were associated to best results. (Weinberg & Gould 2011, 346.)

Outcome goal, performance goal and process goal are the three different types of goals. Outcome goals are typically result of a competitive event, for example end result of an ice hockey game. Many different factors can affect to the end result of that type of goal and therefore it cannot measure individual performance as well as performance goal. Performance goal is in athletes control and comparison can be made with previous performances. Usually the performance goal tries to improve a specific quality. Process goals focus more on the action that athlete does during the performance. Process goals can consist on technical, tactical, physical or psychological goals. In goalie game it can mean for example correcting an error in specific catching technique. (Weinberg & Gould 2011, 344.)

3.2 Motivation

Sage (1977 in Weinberg & Gould 2011, 51) defines motivation as direction and intensity of effort. Direction refers if individual looks for, approaches or is attracted to certain kinds of situations. Intensity tells simply how much a person puts effort in a particular situation. (Weinberg & Gould 2011, 51-52.)

There are two sources that motivation can be divided into: internal or external. Intrinsic motivation comes from the athlete. Athlete has an internal will and desire to do

something without considering external sources of motivation. Intrinsic motives are all that we enjoy in sports. Extrinsic motivation to do sports comes from environment and varies between different persons. The most common types of external motivators are trophies, money, fame, pleasing parents or friends or even team clothing. Both of these types of motivations are important due to improving the performance. (Jarvis 1999, 101-102.)

Muhammad Ali's quote in below is one example of intrinsic motivation.

“Champions aren't made in gyms. Champions are made from something they have deep inside them - a desire, a dream, a vision. They have to have the skill and the will. But the will must be stronger than the skill.” – Muhammad Ali

Human has three basic psychological needs to feel: capable, autonomy and togetherness. All people seek to fulfill these needs anyway and when they succeed, their intrinsic motivation increases. Coach should, by any means, strive to fulfill players need to feel capable, self-directed and part of the team. (Grönman, T. 20 May 2011.)

Coach can increase players feeling of capability and motivation in several ways. It is important to create practices that meet the skill level of an athlete and still are challenging enough. Too difficult practices, where player is incapable of performing well, will lower his confidence and decrease motivation. When practices are encouraging, interesting and linked to players own developmental goals, an athlete can feel that those practices are important to do and that leads immediate increase of motivation. Helping players through obstacles, encouraging them and giving feedback are also important factors in this process. (Grönman, T. 20 May 2011.)

3.3 Concentration

Concentration has been defined as the ability to focus on relevant environmental tasks and cues, while ignoring distractions, and is considered to be an important component of attention (Wilson, Schmid & Peper 2006 in Gelinas & Munroe-Chandler 2006, 65). Different sports situations have different demands on concentration. Nideffer (1976) stated that concentration varies between width and direction of focus. Width means

broad and narrow attention and direction comprise of internal and external attention. Gelinas and Munroe-Chandler (2006, 65) stated that goalies must realize different types of concentration are required in different game situations. For example at times when goaltenders have to attend to many different stimuli such as 3 on 2 counter attacks. In these situations goalie have to see players with the puck and without the puck, their movement and how the situation is developing, board attention refers. Narrow attention occurs when goaltender focuses only one or two cues like clear one-on-one situation or breakaway. External focus directs goaltenders attention outward to an object, meaning usually the puck and internal focus directs attention to thoughts and feelings.

It is important that goaltender try to erase all additional stimuli. Focus should be directed to the things that are crucial considering the performance. In case where goaltender needs consciously make efforts to concentrate, he needs imagery and relaxation practices to support the concentration process. (FIHA, 2011.)

To maintain concentration during the game, goalie can use imagery to play some game situations in his head. Other good tools to keep the head in the game are to follow every game situation, attend to loose pucks, and maintain calm and positive body-language. During intermission, relaxation and concentrating to upcoming period is crucial. (FIHA, 2011.)

3.4 Feedback

Feedback is crucial for athlete to develop. Good, constructive feedback should contain relevant information to perform the skill as it should. Feedback should be appropriate, meaning that feedback must correctly communicate with coaches' evaluation of goalies performance. It is important to give the feedback right away after the performance and it should be short, clear and adjusted to performance level of the athlete. (Weinberg & Gould 2011, 135.)

When goaltender is practicing a new technical skill and does something incorrectly, coach should not give feedback after every single repetition. Basic instruction is that coach should observe five repetitions and give feedback, corrective or positive, after

the set of five. During one practice set, coach should not give feedback more than one or two technical things to avoid confusing the goalie too much. (FIHA, 2011.)

Many different kinds of ways of feedback can and should be used when working with goalie. Verbal is the most know form, but impression on coaches face, smile, nodding or shaking a head, wink and even touch can be effective ways of feedback when those ways are positive. For example gentle, accepting touch to shoulder or tap to pad a smile is simple ways of feedback and makes the athlete feel capable. Video, scoring sheets or chatting with the goaltender are effective and common forms of feedback as well. (FIHA, 2011.)

4 Teaching and learning process

Teaching sport specific motor skills is really important in childhood, during sensitive period of motor skill learning. A coach has big responsibility of athletes learning process during that time. Learning a skill is not only implementing repetitions, since in high speed game – such as ice hockey- skills must be done in game situations. That is where role of the coach increases. (Martinmäki 2012, 52-53.)

This part of the manual takes closer look to a motor learning and different stages of learning as part of this paragraph. Section of teaching motoric skills includes paragraphs interaction on teaching process and correcting errors.

4.1 Motor learning

Motor learning can be defined as learning of new movement patterns, techniques and skills. Because skill and technique are two most important components of sport performance it is crucial to emphasize training of those early on childhood when central nervous system (CNS) is developing fast. (Mero 2004, 241.)

Learning a motor skill is multistage process in central nervous system and through repetitions new muscle actions and voluntary nerve paths and reflexes are born in CNS. Because of that, learning is usually permanent process. When an athlete learns a new technique through high amount of repetitions, it is likely that he is able to perform it permanently. According to Forsman & Lampinen (2008, 412), learning a new skill requires 10 000 repetitions to automatize skill in normal conditions and even 100 000 repetitions in changing conditions, such as game situations. Still challenge for goal-tenders is to perform learned skill or technique in game situations smoothly and easily. For a coach it is important to create game like situations when mastering the skill. (Martinmäki 2012, 52-53.)

Motor learning is conscious observation, analyzing and problem solving but learning should not be only conscious, since learning process consists essentially from uncon-

scious learning as well (Martinmäki 2012, 52-53). Conscious learning of specific technique or skill should happen when athlete is properly recovered from exercise to maximize the learning results. It is absolutely crucial for a coach to attend and lead the practice session when athlete is trying to learn a skill. Evaluation, correcting and feedback after the performance accelerate the progression of an athlete with help of the coach. (Mero 2004, 245-246.)

Education material of goalie coaching from Ice Hockey Association Goalie has demonstrated the learning process of technical skill.

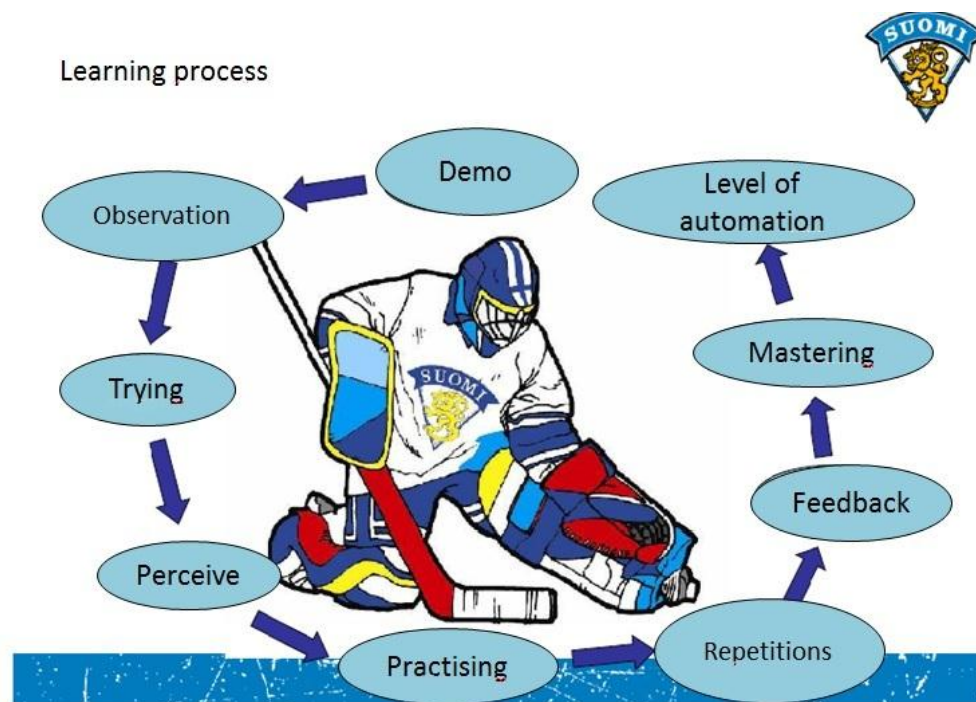


Figure 1. Learning process (FIHA, 2010).

4.2 Stages of learning

The motor learning process consists of three different stages: cognitive stage, associative stage and autonomous stage (Fitts 1967 in Huber 2013, 188). A coach must be aware of these three phases and notice those when planning a practice (Martinmäki 2012, 54).

First stage of learning process, cognitive stage, includes great amount of observation, thinking how the performance is done, trying to perform the skill and mistakes. Coach

can use visual tools like demonstration, images or videos to help athlete to perceive the skill. (Martinmäki 2012, 54.) It is important for the athlete that coach creates positive practice environment where coach supports athlete all the time, gives permission to fail, helps athlete through obstacles, cheers and gives good, natural and clear feedback of the performance (FIHA, 2011).

In associative stage athlete is able to create whole image of the skill and athlete is capable to join together different parts of the skill to complete it. Amount of errors is decreasing and performing a skill is becoming more smoothly. It is important to do a great amount of repetitions in this stage to make learning permanent. (Martinmäki 2012, 54.)

Third stage, autonomous stage takes place after big amount of repetitions when skill is turning really smooth, automatic and specific. Athlete should not think the performance anymore while implementing it and using it in game situations comes naturally. Observing the game during performing the skill is crucial in ice hockey (Martinmäki 2012, 55.)

Well performed skill in autonomous stage has certain characteristics. These characteristics are (FIHA, 2011):

- Ease of the performance
- Flexible movement patterns
- Confidence
- Absence of hesitation
- No need to rush
- No surprises
- Readiness to different situations

4.3 Teaching motor skills

When coach understands basic principles of motor learning and different stages of athletes learning process he can take closer look to the most important aspect of one spe-

cific teaching session: what is the atmosphere of teaching session and how coach interacts with the athlete during and after the practice. Mental atmosphere can be big factor while considering the result of the learning session. Environment should always be positive to athlete and coach needs to allow him to try, fail, succeed and feel safe while practicing. It is athletes right to ask questions from a coach, disagree with him and express his feelings as well. These things bring up the positive energy to the learning process. (FIHA, 2011.)

4.4 Interaction

Interaction between coach and athlete should always work in both ways. Credibility in athletes' eyes and mutual respect rises from honest and open relationship where coach earns trust of the athlete in all his actions. Active listening is the key word of good interaction (FIHA 2011). According to Burton & Raedeke (2008, 28.) there are several things that a good listener needs focusing attention to receive message efficiently:

- Develop a mind-set, focus all attention to the speaker
- Ask questions for clarification
- Support and encourage the speaker
- Acknowledge and respond
- Show interest nonverbally
- Emphasize with the athlete

Example about the importance of listening from Graham Taylor, former head coach of Team England soccer team: "Unless athletes are willing to listen to you, unless you're prepared to listen to them and understand them as people, the best coaching book in the world isn't going to help you."

4.5 Correcting errors

Positive interaction plays major role while correcting an error. If coach can maintain positive atmosphere when athlete does something wrong and instructing happens in positive way, results are usually better, compared to the negative way of correcting. It

is important to emphasize good parts of the performance, more than wrong ones. When coach have good “correctional eye”, meaning that coach easily finds things that should be corrected in athletes’ performance, it is important that coach corrects it right away. That way coach can prevent common mistake to happen again and again. Common mistake will become this way occasional mistake. (FIHA, 2011.)

Corrective feedback exists almost every time when athlete is trying to learn a new skill. Good way to give corrective feedback is called in the field of sports psychology as a sandwich model or hamburger model. First coach gives positive feedback of some parts of the performance. After that, correction should be made by building it on the positive, specific and future-oriented things that athlete should improve. Positive encouragement should be added to the end. (Burton & Raedeke 2008, 25.)

For example in goaltending game, when practicing glove saves from the rebound, you can put it like this: “Good glide toward the puck (positive), still remember to keep your glove in front of your body while gliding (correcting). Then you can cover the puck even better, I know that you can do it (positive).

5 Technical skills

5.1 Basic stance

Basic stance is the first thing that young goaltender need to learn, in able to have good readiness to play, move and make the saves. That is why goalie should be able to maintain his basic stance for a long period of times if needed. Basic stance is a stand-up posture where every movement and saves starts from and ends to. Good basic stance enables goaltender to move and skate quickly and properly in all directions. (Nykqvist 1998, 1.)

Every goalie has their own personalized basic stance that reflects to their style of play (SJL, 2010). “Basic stance determines the style of play and style of play determines playing style” (Kilpivaara 2011, 8). Majority of goaltenders use wide basic stance from the legs, since it allows goalie drop quickly down to the ice to block low shots. Quicker and stronger movement is also gained from wider stance, because edge of the skate bites better to the ice. Wide basic stance requires really good edge control, movement skills and strength levels on lower body so younger goalies should learn to play with regular, more stand-up basic stance to first develop their skating skills.. Regular basic stance allows goalie to kick stronger and learn to move even better. In time, goalie can modify his basic stance toward his own style of play, when physical demands are fulfilled and allow goaltender to play game situations through the ice. (Kilpivaara 2011, 8.)



Figure 2. Narrow basic stance



Figure 3. Wide basic stance



Figure 4. Wide basic stance

Building a solid basic stance (wide and narrow) (FIHA, 2010; Nykvist 1998, 1.):

1. Legs should be wider than shoulders
2. Knees slightly bended
3. Straight back and upper body weight lean front
4. Blade of the stick fully on the ice, covering a five hole
5. Gloves in front of the body, pointing towards the puck
6. Eyes on the puck
7. Weight needs to be divided equally on both skates
8. Upper body and arms relaxed

5.2 Skating and moving techniques

FIHA divides goalie skating skills in two sections: Basic skating skills, that is the same as skater perform and technical skating, called moving skills. Moving techniques lays their basis on good skating skills. Skating skill for the goalies is mainly the same skating skill as skaters do, with and without goaltender equipment on. (Nykvist 1998, 2.) Moving techniques are characterized movement patterns to goalie specific game and goaltender performs these techniques always in his own area (FIHA, 2010).

The most important factors in good moving techniques are maintaining readiness to make a save and timing. Good timing can be seen when goalie reacts always to the

puck quickly and is able to time his movement so that he can stop the movement into the basic stance before performing an actual save. (Nykvist 1998, 3.)

Goaltender technical skating divides moving techniques to (FIHA, 2010; Nykvist 1998, 2.):

1. Depth movement
 - a. Telescoping and sculling
 - b. T-push
2. Vertical movement
 - a. Shuffling
 - b. T-push
 - c. Hawk-skating
 - d. Take off by circling
3. Stopping techniques
 - a. Snowplow
 - b. Stopping with one leg
4. Moving on the ice
 - a. Butterfly glide
 - b. Paddle down
 - c. Butterfly style
5. Getting up techniques

It is important to practice all moving techniques with both legs. Pushing phase should always be emphasized together with stopping phase. Goaltender needs to be able to start and stop with both legs in order to have wide selection of different moving techniques so that goalie can choose right one in different game situations.

5.2.1 Depth movement

Telescoping and sculling

Telescoping is best technique to move forward and backwards in front of the net. Telescoping means moving by transferring weight from one leg to another while the other leg glides. It is useful when goaltender moves long distance, e.g. from goal line to over

borders of goalie area. When goaltender does telescope movement, readiness to make a save is really good, because posture is a lot like basic stance and both skates touch the ice all the time. (IIHF 2008, 5.)

Sculling is slightly faster way to move forward and backward than telescoping. Toe is rotated a bit outward and kick starts from the heel. Legs turn more outward and inward than in telescoping, though the kick is stronger. (IIHF 2008, 6.)

T-push

In the beginning of the T-push, tip of skates will form T-letter. Goalie transfers body weight to the kicking leg and right away after the kick another weight transfer occurs on the gliding leg, which determines direction of the glide. Readiness to make a save should occur all the time and upper body need to be directed to the game. Movement stops by using gliding leg unless game situation demands otherwise, kicking leg can be used as well. (Kilpivaara 2011, 13.)



Figure 6. The T-push with left leg



Figure 7. The T-push with right leg

5.2.2 Lateral movement

Shuffle

By using shuffle technique to move from side-to-side, goaltender can maintain his basic stance perfectly. Length of shuffle can be easily adapted to the game situation, so that longest movement occurs when goaltender moves from post to another. Shorter movements can be used when goaltender is tracking the puck near blue line. (IIHF 2008, 4.) For young goalies, shuffle is usually the easiest and fastest way of moving laterally (FIHA, 2010).

T-push

The T-push occurs when speed of the movement is crucial. It is a lot faster when goaltender is capable to implement it properly. It is generally used when goaltender moves from post to another post, if there is no danger of shot coming. (IIHF 2008, 5.) The T-push can be used also when goaltender is moving toward the net with athwart movement. Upper body must always be directed to the game and basic stance needs to be restored right away after the gliding phase (FIHA, 2010). Stopping leg must be turned toward the puck as quickly as possible after the movement stops, so that goaltender is able to make a save (Näckel 2004, 14).

Hawk-skating

Hawk-skating technique can be used when goaltender is going to stop rim puck or he is following loose puck to the far side of goalie area. In the technique goalie turn both skates to the moving direction and glides both edges on ice by transferring weight from leg to another quickly. Kick happens by pushing outer skate to the ice. (FIHA, 2010.)

Take off by circling

Circling is not used in scoring situations, but it is the fastest moving technique when goaltender leaves his area to stop rim puck. Kick is done by crossing legs and pushing with both skates. (FIHA, 2010.)

5.2.3 Stopping techniques

Snowplow

To stop the movement by using snowplow, goaltender uses his both legs and moves weight equally to them on same time. Toes turn slightly inward when movement is going forwards and outward when movement is going backwards. Snowplow is not the most used stopping technique, but it is common among young goaltenders. (FIHA, 2010.)

Stopping with one leg

Usually goaltenders stop the movement with one leg, since it is the fastest way. Weight transfers quickly on one leg and toes turn slightly inward. Upper body and hands are constantly directed toward the game. Readiness to make a save is best in this technique, because of fast recovery to the basic stance. (FIHA, 2010.)



Figure 8. Stopping with one leg

5.2.4 Moving on the ice

Goaltender must move on the ice to the scoring situations happening so near the goal that goalie does not have time to get up before playing the situation. In these situations, goalie has dropped on the ice before the movement starts. (Kilpivaara 2011, 16.) Important thing is to cover ice surface with pads tightly on the ice and hands in front to maximize the coverage. Upper body must be directed to the puck in able to have best reach with hands. (FIHA, 2010.)

Half butterfly glide

This is quick way of moving on the ice, and it can be used as a saving technique as well. Goalie has dropped on the ice before movement on the ice starts, but it can be performed from slight backwards movement in stand up position as well. In half butterfly glide, goaltender brings kicking leg close to his body, turns his head and upper body towards the puck and directs the kick toward the puck line to cover as much net as he can. Kick should be quick and hard, because these situations are usually really fast. Kicking leg should be brought quickly on the ice to cover the ice and five hole. Ending position will be butterfly glide. (Näckel 2004, 22.)



Figure 9. Half butterfly glide

Paddle down

This technique is possible to perform only from glove side to paddle side. Paddle down technique is effective when scoring situation (puck) is really close to the goaltender. Technically the movement is same as half butterfly glide, but paddle and stick are pushed down to ice. Stick is crossed and it is covering the ice surface. This is solid technique in quick scoring situations or rebounds when goalie must be able to cover clear pucks with his glove. (Näckel 2004, 23.)



Figure 10. Paddle down

Butterfly style

Goaltender should be able to move on the ice by using butterfly style in all directions (forward, backwards, laterally and athwart) (FIHA, 2010). Goaltender should maintain the position and do small, quick movements on the ice to cover the net. Rule of thumb is that goaltender should always get back up, if possible. (Kilpivaara 2011, 18.)



Figure 11. Butterfly style

5.2.5 Getting up techniques

Getting up techniques are part of the save and its movement is not done, until the goaltender has followed the situation to the end and got up to the basic stance. Getting up is crucial to maintain readiness to move and make saves. The most common technique is to get up from butterfly style. Goalie should master getting up from all kinds of positions such as lying on his back, stomach or sitting down posture. Getting up should

always happen quickly and chest should be directed to the game. (Kilpivaara 2011, 18-19.)

5.3 Basic saving techniques

5.3.1 Low shots

Low shots can be saved stand up posture, half-butterfly and butterfly. (FIHA, 2010.)

Standing stick save

Main goal is to deflect the puck into the corner when goalie is saving a puck from stand up posture. Save happens in basic stance by transferring weight on saving leg. Slightly turn middle part of the blade and upper body to deflect the puck in the corner. After the save, movement should continue into the post, following the puck. (IIHF 2008, 9.)

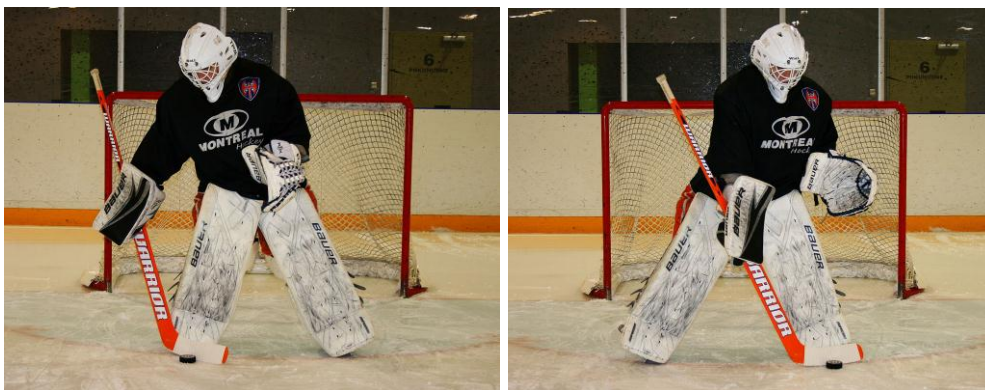


Figure 12. Low shot, standing stick save

Butterfly

Butterfly save has become the most used way of making a save in modern goaltending. Butterfly save is really effective towards the low shots, because it covers net well and goalie is able to play rebound pucks quickly. Legs cover the ice surface really effectively and hands can operate widely in front of the body. (Näckel 2004, 33.)

It is important to position properly, keep the stick on the ice, back straight and hip in front to maintain good body control. Good goaltending game demands goalie to be

able to use his hands and pick up low shots in front of the pads as well. If that cannot be done, main goal is to deflect the puck into the corner by stick or pads. Upper body must be turned toward the puck and goalie needs to follow the puck toward the post. Getting up happens with the opposite leg to the save side. (Näckel 2004, 33.)



Figure 13. Low shot, butterfly save

Half butterfly

Half butterfly save is technically the same save than butterfly save, but only one leg drops on to the ice. When one knee drops to the ice, other leg straightens to the puck side and hands follow the leg in front of the body. Goalie is able to reach a bit further towards the puck. Aim is to deflect the puck into the corner by using stick and turning a blade slightly. (IIHF 2008, 9-10.)



Figure 14. Low shot, half butterfly save

5.3.2 Mid-height shots

Goaltender should always use his hands in front of the body when catching mid-height shots. All mid-height shots can be saved by standing save, butterfly or half butterfly saves, depending on the direction of the shot. (IIHF 2008, 11.)

Standing save

In modern goaltending game almost all mid-height shots are saved through butterfly style. In order to have various basic saving techniques it is important to goalie to know how make save from standing position. This requires hands to move down and be really active. Goalie should push hands forward to reach the puck better. (Näckel 2004, 34.) When shot comes, shoulder drops a little bit lower and hand reaches toward the puck. Both hands should move to save side of the body to cover the body surface better, and upper body directs better in the puck line. (IIHF 2008, 11.)



Figure 15. Mid-height shot, standing save

Butterfly

Usage of glove is crucial when goaltender catches mid-height shots through butterfly. Glove hand movement is wide and goalie is able to catch pucks that are coming toward head, stomach, sides or in front of pads. (Näckel 2004, 33.)

According to Näckel (2004, 33-34) key things in butterfly save:

- Hands near the body, on same height
- Hands movement is slightly towards the puck, when coverage increases
- Eyes on the puck constantly

- Pads cover the ice, blade cover five hole
- Posture must be erect, hip in front and back straight

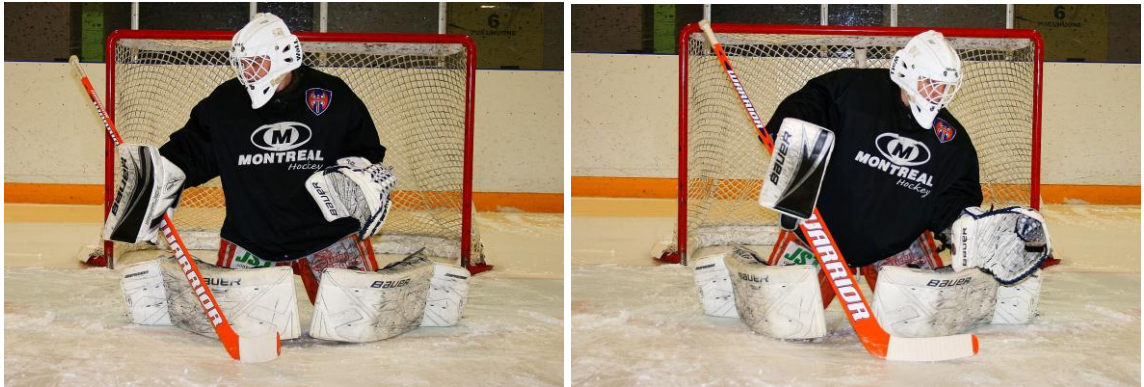


Figure 16. Mid-height shot, butterfly save

Half butterfly

Movement is exactly the same when goalie makes half butterfly save to a low shot. Few key elements of half butterfly save are (IIHF 2008, 12):

- Body weight should be leaned a bit over the straight leg
- Stick between the knees covering five hole
- Catching the puck with the glove in front of the body, or deflecting it in the corner by using blocker
- Both hands follow into the save side

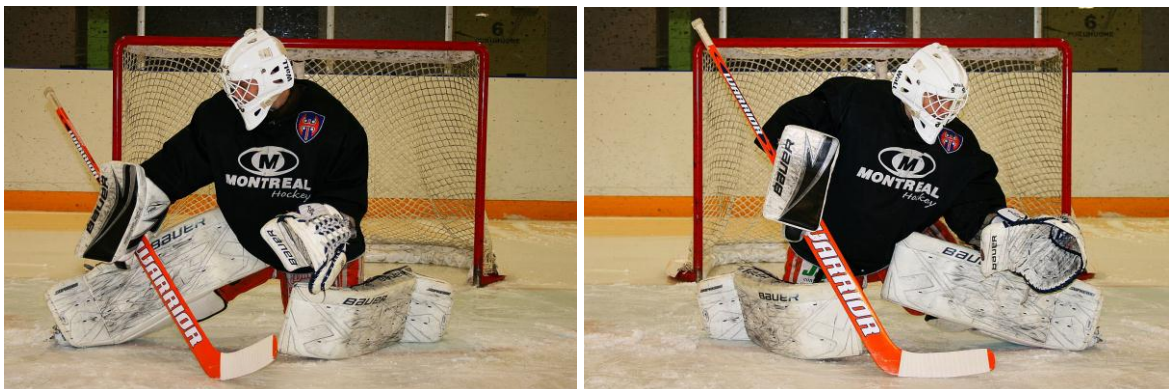


Figure 17. Mid-height shot, half butterfly save

5.3.3 High shots

Standing save

Moving the body's center of gravity on puck line is extremely important when goalie is performing a standing save. When shot is directed on either side of the goalie, movement happens with quick, small shuffle that is directed not only laterally but slightly toward the puck as well. On glove side, goalie should always be able to catch the puck and avoid rebounds, because readiness to close rebounds is not good in stand up position. Shots coming to blocker side, goalie should deflect the puck into the corner by turning a blocker slightly from the wrist. Deflection should not be hitting motion, instead goalie should push a blocker little toward the puck and kicking motion from the legs transfers the force to puck and it goes to the corner. Upper body must always work together with hands and turn together to save. (IIHCE 2013.)

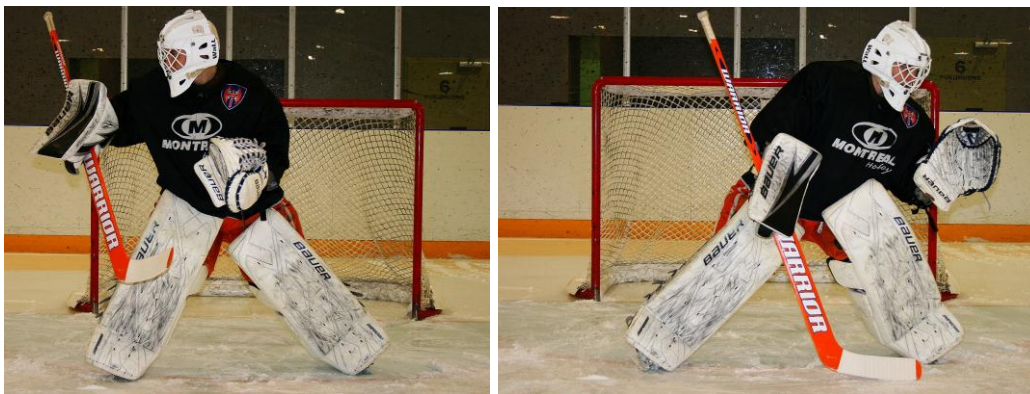


Figure 18. High shot, standing save

Butterfly

Body position and save are much alike than it is when saving low and mid-height shots. Moving direction for hands is instead upward and upper body must be even more erect to cover the net as much as possible. Actual catching phase of the save should always happen in front of the body and aim is same in all butterfly saves: catch the puck when shot is directed to the glove side or deflect the puck in corner when shot comes to blocker side. High shots that come directly toward the goalie can be freeze to chest or stomach and held covered. (Näckel 2004, 33-34.)



Figure 19. High shot, butterfly save

Half butterfly

Half butterfly save to high shots can be used when goaltender read puck direction properly. This technique leaves holes in ice level and it is suggested to be used when timing is good and goalie can make the save only by using hands. Half butterfly gives slightly more reach for the goalie towards the posts. (IIHF 2008, 16.)



Figure 20. High shot, half butterfly save

5.4 Stickhandling skills

Stickhandling skills is one of the basic technical skills that goalie need to practice and implement in game situations. Stickhandling is not only passing the puck, it covers also poke checks, pass interceptions, stopping rim pucks and clearing or covering rebound pucks. Purpose of playing with stick is always to help own team to play the game and goaltenders should start to practice stickhandling skills in youth stage. (IIHCE 2013.)



Figure 21. Two different grip techniques



Figure 22. Rim puck stopping techniques



Figure 23. Poke check and covering a clear puck



Figure 24. Clearing loose puck away with the stick

5.5 Positioning

Good positioning creates basis to implement basic saving techniques. According to IIHF educational materials (2008, 20.) it is essential to take away as much net as possible in relation to the puck and goalie should always position in center line of the puck and the net.

Depth positioning can be seen from different angles. Some goalies play deep in their own area and other ones come far away from goalie area to challenge the opponent puck carrier. One group challenges patiently in the line of goalie area. Overall view is that positioning in the line of goalie area is the good basis for positioning. From there goalie covers the net properly and still has time to react to the shots and direct his movement well so that he does not get played out from the situations. (Kilpivaara 2012, 79.)

Save movements in area line are shorter compared to positioning that is deep in the net. From there, goalie has to stretch in order to catch the pucks. Shorter movements improve quality of the saves and puck control increases as well. Goalie also covers the net much efficiently than from deep inside. When goaltender plays far over his area, moving to rebound pucks is extremely difficult and chance to play him out from the situations increases considerably. Different game situations define where goalie should be positioned. Sometimes it is not possible to position far or even challenge the puck carrier enough if there are open opponents in corners of the net or goalie is slightly late

from the situation. Rule of thumb is always to be positioned in puck line and to challenge the puck carrier enough in all game situations. (Kilpivaara 2012, 79.)



Figure 25. Goalie has positioned in outer border of goalie area



Figure 26. Goalie has positioned in goal line

6 Playing in different scoring situations

Scoring situations can be categorized to ten different categories, according to Finnish Ice Hockey Association (2010). Those categories are:

1. Standard shots
2. Shot from a vertical pass
3. Shot from a cross pattern
4. Shot from a lateral pass
5. Walk-outs
6. Rushing the goal
7. Screen shots
8. Deflections
9. Rebounds
10. Breakaways

Standard shots

Standard shots are the shots from three different parts of attacking area that are divided according to distance. Part number one is called close game area, where big part of the goals is scored from and it is the nearest area to the goal. Number two is called the hash mark level. Number three starts from upper arch level of the face off circles and reaches all the way to the blue line. (FIHA 2010.)

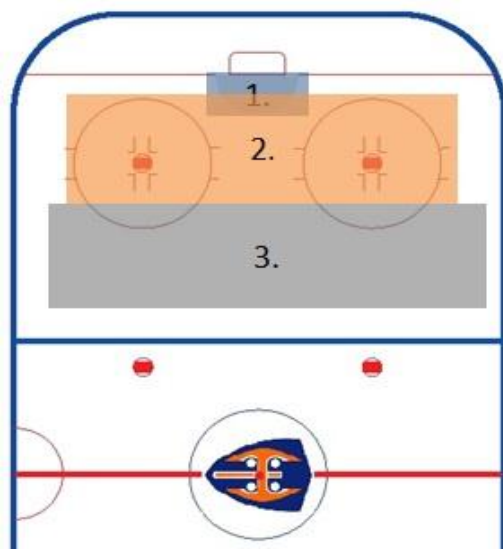


Figure 27. Different scoring areas.

Shot from a vertical pass

When puck is near the end board, goalie should always move along with it and still scanning the open players in front of the net, who may receive the pass. If pass crosses goalie area, it is always goalies responsibility to make interception. Movement need to be always really quick and directed to puck line to gain optimal coverage and it should be done mostly standing up. Close situations goalie should play from through ice by using butterfly or half butterfly save, depending on a situation. When pass is longer and it reaches hash marks, goalie should always stop before the save and implement it by reacting to the direction of the puck. Goalie need to come forward far enough to challenge the player properly usually outline of goalie area. (FIHA 2010.)

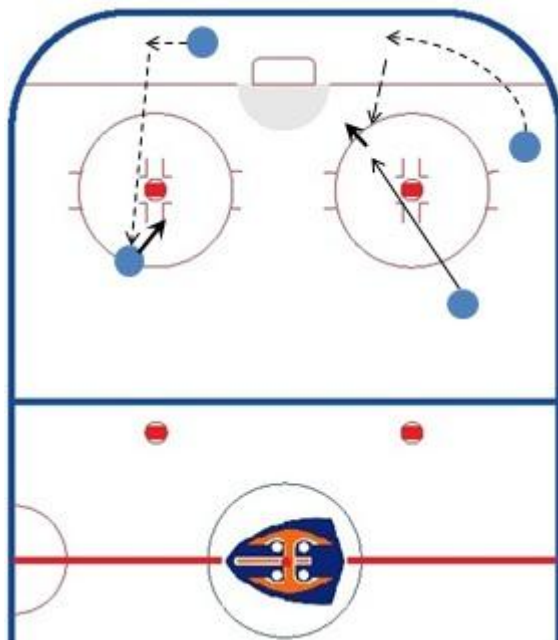


Figure 28. Shot from a vertical pass.

Shot from a cross pattern

Goalie should follow the player with the puck by using quick shuffling far enough on outline of goalie area. It is important to maintain basic stance and readiness to make a save. Positioning should always be so that goalie is on the puck line. Situations that happen near the net, goalie should try to cover the net properly and play aggressively on ice. When shots are fired around the blue line, goaltender should always make reaction saves to avoid unnecessary rebounds. (FIHA 2010.)

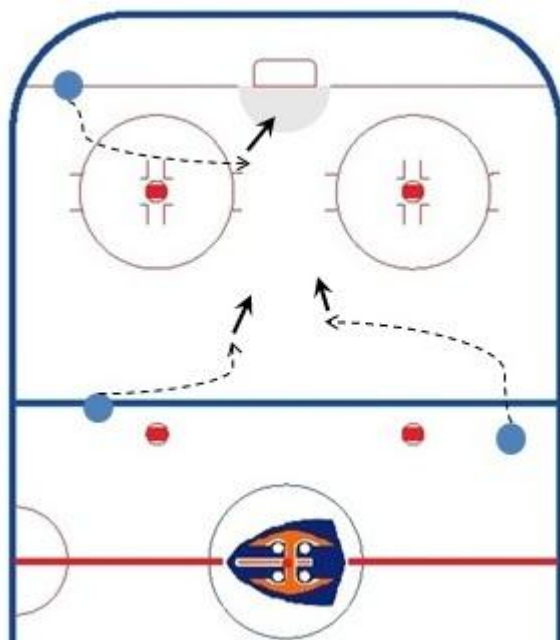


Figure 29. Shot from a cross pattern.

Shot from a lateral pass

Goalie should always be positioned on puck line and maintain readiness to make a save. Lateral passes that happen close to scoring area two, around hash mark level, are usually very fast situations that demand quick reactions from goaltender. Best way is to use gliding movement to the puck line and implement the save while gliding. Butterfly glide is the fastest and most covering way in these shots. To gain maximum coverage, goalie should try to move as close the puck as possible with hands brought in front of the body. Goalie should move shots coming after hash marks around blue line, by T-push and maintain basic stance before the shot takes off. Goalie should be able to react to these shots. (Kilpivaara 2012, 87.)

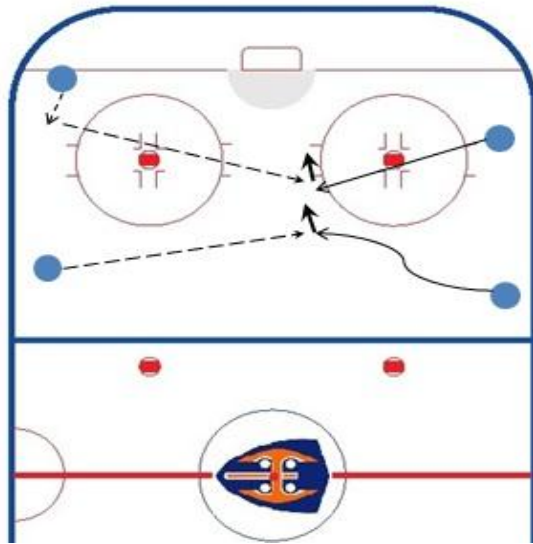


Figure 30. Shot from a lateral pass.

Walk-outs

Goalie should always follow the puck in stand up position when the puck is behind the net. Puck side post should always be covered by erect position or one pad on the ice. If player takes the puck to the far post and tries to make a goal from there, ice must be covered properly and hands need to be in front. From glove side to blocker side, goalie can use paddle down technique to gain maximum coverage. When puck comes to bigger sector, away from the goal line, goalie need to position on puck line constantly. Usually all walk-outs are really quick situations and moving on the ice is the most efficient technique. (Kilpivaara 2012, 87-88.)

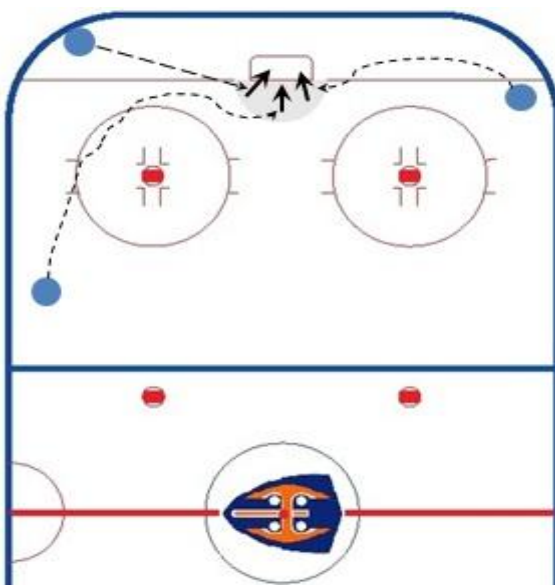


Figure 31. Walk-outs.

Rushing the goal

In these situations, scoring threat is on during the whole 1 on 1 attack. Goaltender must be positioned far enough from the net to challenge the opponent properly. Basic stance and readiness to make a save must be maintained all the time. When opponent rushes to the net and own defensemen cannot remove the space, goalie need to be ready to move laterally with the puck or even intercept the situation with the stick. Butterfly save or glide is usually the most effective basic save in these situations.

(Kilpivaara 2012, 88.)

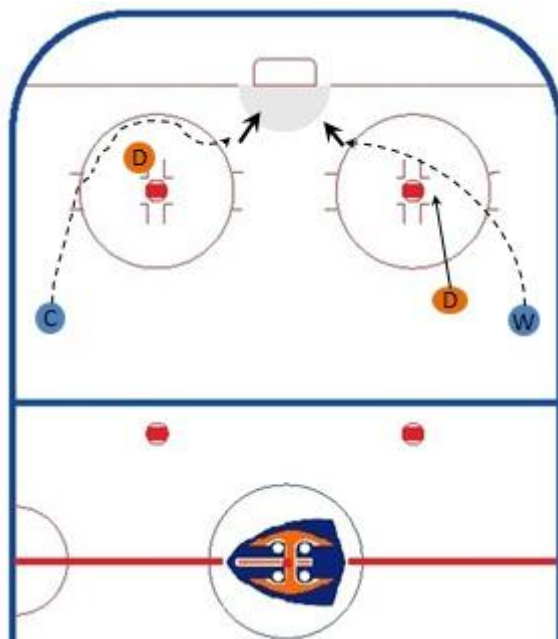


Figure 32. Rushing the goal.

Screen shots

Goalie should always position himself on puck line and try to see the puck. Goaltender should try to find puck with his eyes, still maintaining good readiness to make a save. Position can be lower than usually and goalie should try to peek behind screening players back around hip level when readiness to make a save is better. Goalie should be positioned close to a screening player to see the puck easier and gain better control for rebound situations. If goalie cannot see the puck when it is shot, goalie should drop to butterfly position to cover the ice and low shots. Hands should cover the net from higher angles as much as possible. (Kilpivaara 2012, 88-89.)

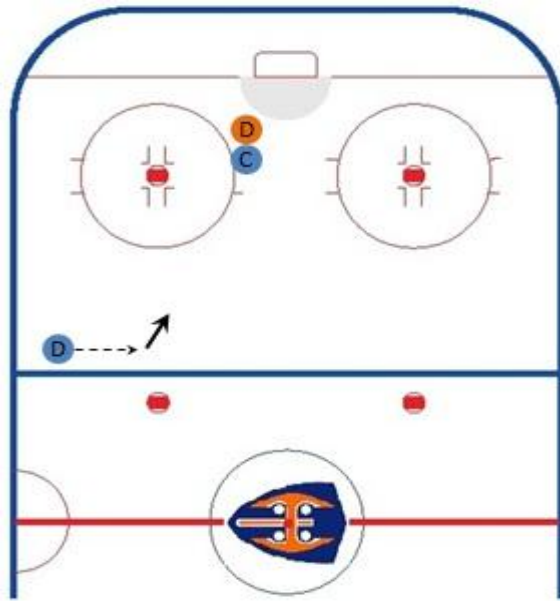


Figure 33. Screen shots.

Deflections

Skilled goalie may be able to read a possible threat of deflection and he can position close to opponent stick. This way goaltender can cover the net effectively from butterfly save and readiness to rebound pucks is better. In deflection situations, goalie should bring hand even more in front and push elbows towards the body to cover all possible holes. Key thing in all deflection situations is, that goalie should always try to get on puck line. (Kilpivaara 2012, 89.)

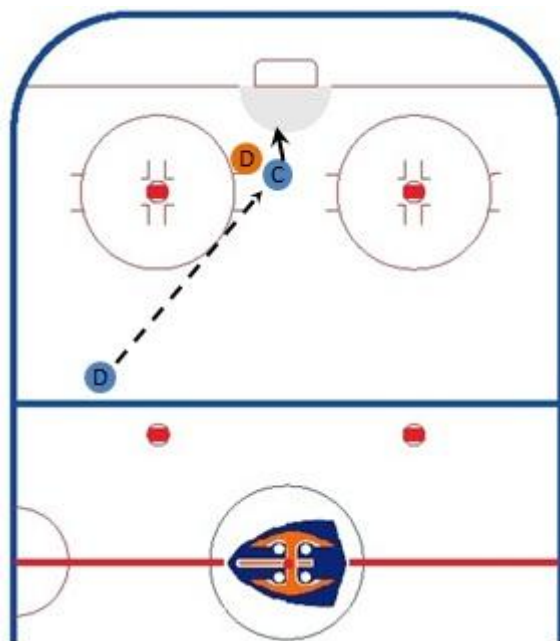


Figure 34. Deflections.

Rebounds

After the first save if puck goes far from the net, goalie should always stand up and move towards the puck to play the rebound. If rebound puck stays loose near the puck (around 1 meter) goalie need to glide toward the puck on the ice. Movement should always go slightly towards the puck, but still directed to the puck line to cover the net as well. Figure 33 demonstrates one kind of rebound situations, where rebound puck ends up so near to the net that goalie needs to glide on ice to make the save. Direction should be slightly towards the puck, to the borders of goalie area. If goalie directs the glide too much toward the post, he will not be able to cover the net effectively. If goalie glides too much toward the puck, space will open up around near side post. Hands need to be in front and readiness to cover the puck must be good. Goaltender need to be prepared to use the stick to clear unreachable pucks away from the danger area. (FIHA 2010.)

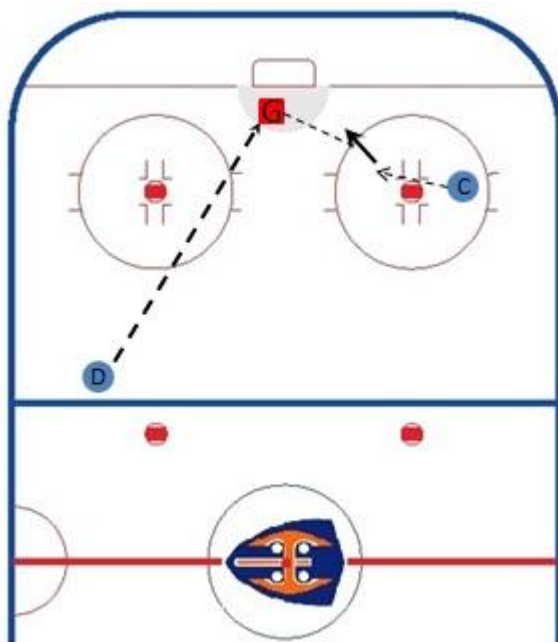


Figure 35. Rebounds.

Breakaway

Key thing on breakaway is good depth movement. Goalie needs to come far away from his net to challenge player properly and he need to adapt backwards skating to players speed. When speed is right, goalie can direct his focus only reading players action and making the save. It is important to let the player come near by challenging

opponent well and try to wait attacker solution. Half-butterfly or butterfly save can be used in the most situations. If opponent dekes goalie and pulls the puck onto sides, butterfly glide will give goalie the best coverage. (Kilpivaara 2012, 90.)

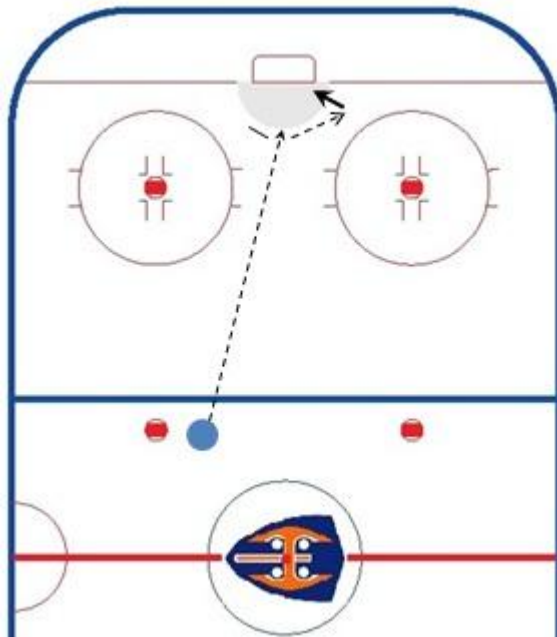


Figure 36. Breakaway.

7 Empirical part

7.1 Project planning

This project started from need to gather information about goalie coaching process itself. The purpose of the project was to provide reader information of holistic approach of goalie coaching. Nowadays there are lots of materials about technical skills, game skills, physical skills, coaching styles and much more. Game position analyzes are made together with training programming, mental guides, basic technique guides, stickhandling demo videos just to name few. Seeking important parts from all these kinds of material and literature was the first part of planning process. Idea was clear all the time: I wanted to combine parts from all the aspects of goalie coaching, excluding physical training, to the manual. That way goalie coaches and goalies themselves can understand the importance of the process and what does the whole development process include.

After finding out material and references for the manual, I started to figure out how I can get it as modern as possible. I based the idea to the Finnish Ice Hockey Association new Meidän Peli thinking that measures a goaltending game through game, character and skating aspects. I wanted to open up the idea of it right in the beginning of the manual and then wide it up to the other parts of the manual, starting out with the character (mental part), skating (technical part) and game (playing in different scoring situations part).

I did not want the manual be too much alike than big part of goalie coaching literature is. I tried to combine every chapter of this manual together through Meidän Peli idea and follow the holistic approach of coaching. Objective should not be considering to the one specific area too much and not to try mastering the knowledge in any part. Objective is to build up consistent manual that introduces possible way to construct goalie coaching process that does not forget the athlete himself. When reader wants to gain more information about some part of the process, it is easy to find the literature through references and start looking up even more information.

7.2 Project implementing

I started out by writing the chapters of introduction and basics of goalie coaching. Goalie development path, created from Meidän Peli philosophy, was the main idea of the chapter. Since I laid the basis of a whole manual to that approach, it was easy way to start out with. I divided that chapter to four different age groups, same way that it was done in goaltender development path from Nykvist. By doing that, I wanted to give reader right away the idea that what should be done and when. That part of the manual worked slightly as an introduction and mind awakening part as well.

Third part was mental part, which based the information provided in the chapters to the idea of goaltender development process. It starts out with small introduction of the practice process itself that can be done in every parts of the process, physical, technical, mental or even training game situations. Why I wanted this introduction into this part is that it awakes coach to think mental part of goaltending as a big part as well. Goal setting should occur in all areas, not only on technical skills, but in all aspects of the game for the process to be fruitful. Mental part could have chapters in many other things as well, but I choose the most important ones in my mind: goal setting, motivation, concentration and feedback. I think that good learning process goes always like that; goalie have to learn something so, first you set a goals on how you can achieve it, then you find the motivation that drives you towards your goals, you have to learn to concentrate while you are in the middle of learning process and in you get feedback during and after the process.

Fourth chapter was about the learning and teaching process. Developing an athlete is always teaching and learning, again in every aspect of process. No matter if it is about technical skills, physical training or proper nutrition, teaching and learning occurs. Again I choose the most important parts of this area to the manual. Motor learning and different stages of learning process provide information for many coaches, despite of the age group that they are coaching. Teaching section gives kind of first-hand information about teaching and correcting errors to coaches, even if it does not go too deep into the subject.

Fifth part is technical skills part and it is the widest part of the manual. In the end, basic idea of goaltending is still to catch the puck. All other parts of the developmental project are just supporting goalie to develop to catch the puck easier, quicker, and especially more often. I wanted to make this part specific and comprehensive. It should cover all the aspects of technical skills; skating, catching techniques and stickhandling. Sixth part, playing in different scoring situations, is finalizing the manual from game aspect of Meidän peli. Technical and mental parts are covered and process has gone through so last part summarizes everything to the most common situations that happen in game. This section goes all these situations through and gives the idea for the goalie and the coach how to play in certain situations and what are the most important things technical skills that should occur.

7.3 Project assessment

The end result was goalie coaching manual that is divided in five sections. Total length of the manual is 30 pages. The guide is written in Finnish, because it is for use of Tappara ry.

I am pleased about the end result and I think I was able to go through all important aspects of goalie coaching. I think I succeeded to maintain process thinking of coaching throughout all the sections of this manual. I mean that even though all sections take a look specifically to one area, all those areas are connected together through developmental process idea.

I think that goalie coaches, goalies, head coaches, parents and other people around the sport and athlete can gain information about many different parts of the goalie coaching process and that way find their own view of how coaching process should be ran through. This manual is not trying to give right answers to everything or master part of the goaltending from all views, it is pointing the direction to successful development of a goalie.

8 Summary and discussion

Purpose of this manual was to give information to a reader from multiple aspects of goaltending. Because there are so many little things to do and goalie coaching covers so many areas, it was impossible trying to master everything in one manual. That is why idea was bringing the developmental process thinking into the manual. All subjects, excluding physical training, were in the manual. Objective was to create consistent manual that introduces possible ways to construct goalie coaching process where the athlete is number one priority. When reader wants to gain more information about some part of the process, it is easy to find the literature through references and start looking up even more information.

I think I succeeded to find my own way to do this kind of manual and I achieved my goals. In my eyes this manual opens up the coaching process in different age groups and navigates through three important aspects of modern goaltending: game, character and skating. It is combination of theory, technical instructions and mind awakening parts, that reader can view partly critically and seek their own way to build up a coaching process.

I am satisfied to the end result in all ways, because I think it is modern and as I wanted, target group is wide. Coaches, athletes, club leaders, parents and all people who are willing to learn and understand about the goaltending or goalie coaching can gain information from the manual. Because manual will become educational material for junior ice hockey club, some starting coaches can get huge benefit from the manual, because they have ready “template” what they should include in their coaching and how to do it.

I faced the biggest challenges in planning phase. Since there is so much material available from goaltending, it felt unnecessary to include for example technical skills into the manual. It looked similar to all the others and I felt that I need to change the content somehow. When I pulled all parts of the manual together, it made sense to me why everything should be there. Even though reader can find much more specific material

from all areas; this is great guideline for starting coaches and should awake a thinking process in more experienced coaches: Is my process effective? If it is/ it's not, what are the reasons? Should I change something?

I hope that everyone who read this manual can benefit something from it. For me, writing this was extremely educational. I did not get exactly too much new information, but I learned to understand the parts of the goalie coaching process better. I started to look into my own coaching and criticize my own actions. I started out by asking that: do my goalies know their goals? Do they know what to do in order to achieve those goals? What is the quality of my communication? What is the quality of my coaching work in practice? Why do we practice certain situations? Are all my developmental plans individual enough? These can be the questions that I hope every coach ask from themselves and view their own actions critically. When they find something to improve, I hope this manual will point them the direction.

Creating process of this manual was extremely interesting and it took time. Manual has certainly given me new views and ideas for my coaching. There are always things to improve, in this manual and in my coaching but willingness to learn and develop are two important things that are also behind this manual. Those things keep quality of goaltending and quality of coaching high. Finally, I state that only when the coach demands excellence from himself, he can demand it from the athlete. By the words of Vincent Lombardi: "Leaders aren't born, they are made. And they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve that goal, or any goal."

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